FEBRUARY 14, 1959

SCHOOL AND SOCIETY

45th YEAR OF PUBLICATION

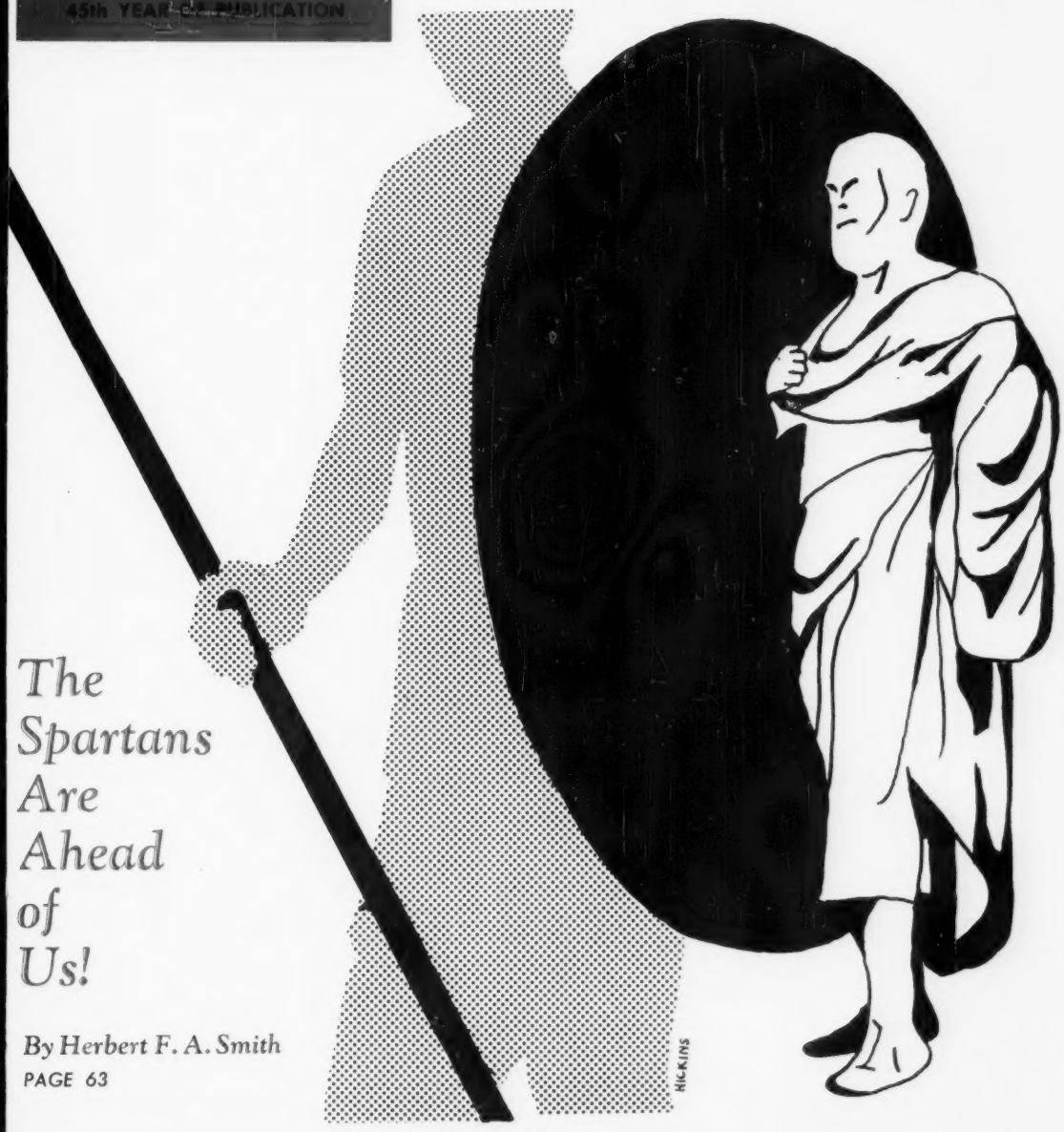
THE SCHOLAR AND PUBLIC POLICY

By WILLIAM BENTON

SOVIET LEADERS' VIEWS ON EDUCATION

A 9-PAGE DOCUMENT SECTION

PROPER USE OF TEACHER TIME



The Spartans Are Ahead of Us!

By Herbert F. A. Smith

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Educational Ticker Tape

Edited by Stanley Lehrer

Gifts to U.S. institutions of higher education totaled nearly $800,000,000 in 1958, according to the American Association of Fund-Raising Counsel, which is composed of firms engaged in providing fund-raising services for gift-supported organizations. Giving for endowment appears to have been increasing at a rate close to $100,000,000 annually during recent years . . . **Guided missile instruction** is being given to U.S. Army officers over an RCA closed-circuit TV system. The Ordnance Guided Missile School at Redstone Arsenal, Huntsville, Ala., where this country's first successful earth satellite was developed, is the nerve center of the military educational TV hookup. Missile instruction programs are channeled to the Army's Armor School, Fort Knox, Ky., for large-screen TV viewing in 26 classrooms. Army authorities have indicated that the TV instruction network may be extended eventually to installations in as many as 46 states . . . **U.S. Methodists** have provided more than $8,375,000 for operation of their colleges and other educational institutions during the 1957-58 fiscal year, an increase of more than $1,250,000 over the previous year.

Teaching via TV reduces tardiness, absenteeism, and bad behavior and improves learning, according to an educational TV teaching experiment in Detroit. After the year-long experiment, results indicated that TV classes improved over the control groups consisting of students who were instructed in the normal manner . . . **Students Relieve Professors of Some Non-Teaching Tasks:** Smith College (Northampton, Mass.) students have volunteered to contribute a total of 175 unpaid hours weekly to relieve their professors of such non-teaching tasks as checking bibliographies, taking books to and from the library, and typing. This student service originated with the Curriculum Committee, which is composed of students and acts as a liaison between undergraduates and college authorities on courses of study. "We hope by doing these tasks to allow our professors more time for study and research, freeing them from some of the petty work which they are obliged to do," explained Louise Ritchey, an honor student who is committee chairman.

The department of aeronautics and astronautics has replaced the department of aeronautical engineering at Massachusetts Institute of Technology, reflecting the official adoption of astronautics as part of the curriculum. "The airplane is here to stay for a long time, and we will continue to regard aeronautics as fundamental," said Charles S. Draper, head of the department. "But the sky, or speaking more precisely, the air, is no longer the limit. Inter-planetary travel is yet to be accomplished but clearly it will be feasible. M.I.T. must educate men who are prepared not only to design and build the craft that we conceive of today but to engineer new types of flight vehicles which at this time we can only imagine." . . . **In the annual program of aid to education,** the Du Pont Co. has granted nearly $1,200,000 to 139 colleges and universities for fundamental research and for strengthening the teaching of science and related liberal arts in 1959-60 . . . **Wayne State University** has created the Division of Graduate Instruction and Research to replace the present Graduate School. Lloyd A. Cook will head the new division as vice-president. All graduate degrees, except the Ph.D. (which will be granted through the new division on recommendation by the graduate faculties in the sciences and humanities), will be awarded through individual schools and colleges on recommendation of their faculties.

The Phi Beta Kappa Science Award has been established in order to emphasize the need for more literate and scholarly interpretations of mathematics and the physical and biological sciences, announced Laurence M. Gould, president, Carleton College, and also president of the national scholastic honor society. First of the

(Continued on page 77)

SCHOOL AND SOCIETY

FEBRUARY 14, 1959

Volume 87 **Number 2147**

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Walter H. Hickins
City College of New York

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THE SCHOLAR AND PUBLIC POLICY[1]

By WILLIAM BENTON
Chairman of the Board, Encyclopaedia Britannica
Former U. S. Senator from Connecticut

NEARLY 23 YEARS AGO, in the Fall of 1936 after I had sold out my interest in Benton & Bowles, I arrived on the quadrangles at the University of Chicago to make a special six weeks' study. The university had been under attack as a hotbed of subversive ideas. It had been pilloried on the so-called Walgreen Case by the powerful newspapers of Chicago. It had been formally cleared of Mr. Walgreen's charges by a committee of the Illinois legislature, but the Board of Trustees was still worried—and so were the potential donors.

One of the senior trustees, an attorney before whose expostulations many people trembled, insisted that a young professor of economics be expelled from the faculty. This trustee told me that the economist had had the effrontery to attack the utilities empire of Samuel Insull, Chicago's great stock-and-bond manipulator.

I innocently asked, "Professor Douglas was right, wasn't he?" The law courts already had established that my query was only a rhetorical question. But I instantly learned that asking it was surely naive. The trustee shot back, with a hiss in his voice: "He shouldn't have done it anyway!"

U. S. Sen. Paul Douglas has long since achieved national eminence. He is a prototype of what a scholar can be and do in helping formulate sound public policy. The opposition he encountered in the academic and political life of Chicago did not, and could not, detour him from the conclusions and consequences of his studies.

On Honors Day we honor excellence. I cite Paul Douglas because he gives me a text. I express myself now as a freshman trustee of the University of Connecticut. My theme is this: Never has America—or the world—so needed excellence in its universities—or so needed excellence in its scholars dedicated to the study and development of public policy.

How can the manifold talents represented at this university best help the people of Connecticut and the nation to understand and to govern themselves better? How can scholarship be brought to bear more constructively upon urgent state and national problems? The scholar has an obligation to make truths known and these truths should influence public policy far more than they do today.

Our universities are the homes of scholars and they encompass the universe of knowledge. The breadth of interests represented in the awards bestowed on Honors Day at the University of Connecticut would be a cause for wonder by our parents. The range of topics mentioned could not have been imagined, even wildly, by the founders of this university 77 years ago. This range helps show how our problems, as well as our opportunities, have multiplied. Yet, despite the great discoveries which have increased the world's productivity, communications, and health, we have less peace and security than ever before. Sputnik Number Three again dramatically demonstrates that we of the free world are not holding our own in competitive coexistence. We are not winning the battle of ideas as Vice-president Nixon's unhappy experiences in Latin America make clear to all the world. We are hesitantly and fearfully debating foreign aid and reciprocal trade. Even our closest friends and associates, the Canadians, are alarmed about us.

Throughout the United States we are falling far short of the quality and quantity of schools and teachers our children require. We do not have assurance that our highly skilled workers of Connecticut will have jobs. The lifelong savings of our older people, planned for at yesterday's price levels, fail to protect them today against want.

The richest country on earth, richest by far in all history, has a staggering backlog of unfinished business, unsolved problems, unanswered questions. Many of the answers, and much of the wisdom to gain acceptance for the answers, must come from the universities and increasingly from our great state universities.

Now the responsibility of our universities involves their relations with government, and this involves politics. At the same time, no university should involve itself with political partisanship or special advocacy any more than elected officials should intrude upon the educational policies of a university. Further, the highest standards of scholarship should underlie any professor's reports on public questions.

During my six-year tenure in the 1930's as part-time vice-president of the University of Chicago—and I might say that I learned more of the devious ways of politics from the academic manipulators there on the Chicago Mid-

[1] Based on address, Honors Day, University of Connecticut, May 18, 1958.

way than I ever learned in Washington—I discovered how profoundly scholars of high competence and courage can influence public policy for the common advantage.

Many young people today will go on to advanced studies for the learned professions. Many will take their advanced degrees hoping to add to the accumulated store of human knowledge. I hope, too, that many of our most gifted young people will prepare themselves to go into government. Our political life has not had the dynamic, mature development of personnel that has occurred in technology and the healing arts. The glory of America resides in its infinite perfectibility. There is urgent need for more talent, vision, and courage in that area of our life which must necessarily be pragmatic, empiric, and always imperfect: the world of politics.

For better or worse, in our democratic western societies we can only depend for our safety on our politicians—those specialists in the art of the possible, those compromisers and choosers of the lesser evil, those followers and leaders of public ignorance and public insight.

My message to scholars, to young men and women, and even to parents, is: cultivate politics and the politicians; make forthright demands upon them for what you know is right—and instruct them as you can. Politicians are teachable. There is perhaps no more apt example of the influence of the scholar on the politician than my late colleague, Sen. Brien McMahon. I watched the atomic scientists educate him in his role as the apostle of civilian control when military control seemed the easy way.

The fact that the words "politics" and "political" are popular synonyms for what is low, base, and degrading need not dismay you. This cynicism is deeply rooted in American tradition. "I am not a politician," the early American humorist, Artemas Ward, said, "and my other habits are good." Such distrust stems from the 18th-century origins of our Constitution, which was designed to protect the individual against what the government might do to him. It also reflects the philosophy of speculators of the 19th century who sought to grab all the land grants and all the protective subsidies they could get, and who despised efforts to have the government protect the customers from depredation. They invented the jargon that the honest politician is the one who stays bought.

Thus, traditionally, it would seem that the scholar and the politician are such opposite creatures as to be natural enemies. And, indeed, any expectation that the professors can set misguided politicians on the right track, simply by writing prescriptions which can be filled by a public administration druggist, is sheer hallucination. The beginning of wisdom for a teacher is to acquire some understanding of his students, and the scholar must understand that the beginning of wisdom for a politician is to get himself elected.

Scholars tend to be concerned with what the politician *ought* to do, as they should be, rather than with what he *can* do, as they also must be. And they tend to underestimate, often grossly, the extent and power for evil of public apathy. But the social scientists are learning the needs of the politician and are growing in stature and influence; the gap between the political scientist and politician is narrowing.

The average politician is even more susceptible to incentives than the average businessman. The businessman must have profits or he will go broke. The alderman or the governor or the Congressman must have votes or he will lose his job. He wants publicity because it will get him votes. He wants campaign contributions so that they can be converted into votes through the purchase of newspaper advertising or campaign buttons or television and radio time. He also wants knowledge—if it will get him votes. If a business executive makes a series of bad decisions, he can then make a series of good ones and end up with a profit. But a series of unpopular decisions, or even one unpopular decision—only one—may cost the politician his business.

Some future Congressmen and Senators may be receiving awards on Honor's Day at the University of Connecticut. Because of the advances in scholarship in the social sciences, they will have a greater opportunity, than my generation has had, to do what must be done to get the votes and, at the same time, to advocate constructive legislation.

I am pleased to report that, following a proposal I made on behalf of the William Benton Foundation, the American Political Science Association will shortly announce the rules for a series of annual awards to members of Congress, to be given for courage and persistence in constructive actions that are not ordinarily rewarded in politics. My hope is that these awards will help their winners get the votes they deserve for their vision and their industry.

Nearly every necessary legislative or administrative decision hurts somebody. Almost any action beneficial to the larger community must therefore take some moral courage, even though some politicians continue to try to repeal

Aesop's law that no one can please everybody. The late Pres. Eliot of Harvard defined an able administrator as one who was willing (willing, mind you, not anxious) to give pain.

Knowledge of what is right will help alleviate the pain—on the part both of donor and donee. Great scholars traditionally are unrelenting in their pressures for such knowledge. They can and should now go further: they should help marshal fact and opinion for withstanding public and private pressures which are shortsighted. The atomic scientists have taken this initiative through their "Educational Foundation for Nuclear Science" and their admirable monthly, the *Bulletin of the Atomic Scientists*, which is subtitled, "A Magazine of Science and Public Affairs." I am proud that the lead article in the May, 1958, issue of the *Bulletin* consists of some of my own observations on this very subject. The late philosopher, Eduard C. Lindeman, asserted that perfectionism and democracy are incompatibles. The all-or-none principle belongs to dictatorships, he said, while democracies must postulate a margin for error.

A duty of the scholar which as yet is not sufficiently recognized involves knowing who can translate admirable doctrine into practical action. All of us know of Albert Einstein's letter to President Franklin Roosevelt, alerting him to the discovery that atomic fission was possible. This is a classic example of a scholar turning to a political leader to get action for the common defense in a war for survival. Brien McMahon's thoughtful attack on the postwar problem of atomic power, with the best scientific advice obtainable, proved the truth of Henry J. Kaiser's dictum that problems are opportunities in working clothes.

The scholar and the politician should be partners in the business of mutual education. The politician can contribute to the scholar's breadth of experience. To achieve this, scholars should join political clubs, accept positions of responsibility in public life, and also should run for office.

The young men and women at college today represent our seasonal crop of brainpower. The productive decades of their lives stretch out invitingly before them. Unless they are radically different from the vintage generations our nation has raised up before, they will be divinely discontented with the world into which we shall graduate them. Each student has received a heady, stimulating—and sometimes, perhaps, anesthetizing—installment of our common civilized heritage. I shall address the balance of my remarks to them, though mindful still of my theme of the scholar and public policy.

I will begin by quoting Hesiod: "Before the gates of excellence, the high gods have placed sweat. Long and steep is the road to it, and rugged at the first." Isn't that what every honors day orator is supposed to tell students? I am merely urging upon them a particular *area* of excellence and of sweat. I am urging all of them to resolve to take some active role in the public life of their country.

Those who are to be scholars should prepare for a life of partnership with politicians. Those who are to be politicians should prepare for partnership with the scholars. The rest should be active in their own communities and be interested kibitzers everywhere.

Two months ago the eminent public health engineer, Dr. Abel Wolman of Johns Hopkins University, was called upon to summarize this year's National Health Forum. Teams of experts had just finished 10 work sessions. They had devoted two and one-half days to a matrix of problems grouped under what they called "urban sprawl." Dr. Wolman began by reminding his audience that they had been considering "the plight of some 150 million benighted people, who live in places that most of us in this room would not have designed for them, who behave in a fashion that most of us would not have destined for them, who have had the presumption to have emotions, feelings, purposes and actions that run counter to the views that most of us in this room hold."

One of Dr. Wolman's conclusions was that government adjustment is geological in time rather than chronological. Experts are discouraged, he observed, because an idea already 20 years old comes to fruition only after two, three, or four more decades.

Progress comes in fits and starts, he said, in bunches—after long periods of gestation. Dr. Wolman called this the quantum theory applied to government. He also concluded that "a politician, a good one, is wiser than we [that is, the planners] are. That is his game. . . . It would be our function as total planners to intrude into his operation, to educate him, if you will, although I suspect that he will be educating us at the same time."

In the period following the war, when I served in the Department of State as Assistant Secretary in Charge of Public Affairs, I found that many of my duties resembled what executives do in any business or industry, including the duty of persuading the customers. (In the case of the State Department, the customers

were the members of Congress as well as foreign diplomats.) What made the work different was the occasional flashing realization that what one was doing, even the routine chores, was the most direct possible way of working for a just and durable peace. That is the kind of reward the public servant gets and deserves. That reward has no parallels—perhaps I should say few parallels, but where are they—in private activity.

It is my experience, my belief, and my faith that—though the price of public service is high—the rewards, in terms of personal satisfaction, are more than worth the price. When your other desires and ambitions have been satisfied, or blunted by the years, your inherent desire to serve the public interest will persist. It will persist and it will sustain you.

Here is where all a man's experience and all his capacities are called upon. I discovered in the Senate that no experience I had ever had was without some value applied to some problem I had to meet. Public service calls forth one's greatest capacities and capabilities. It challenges every man to work toward that goal which most western philosophers have agreed is the essence of happiness: activity that develops his highest powers.

One of the members of my staff when I was in the Senate had been associate professor of government at Wesleyan. Upon his return to that faculty, the people of Middletown elected him mayor, a post he reluctantly left to accept the directorship of the graduate program of the Woodrow Wilson School of International Studies and Public Administration at Princeton. This brilliant young man is Stephen K. Bailey. Let me quote from an article of his which the *Yale Review* published in the summer of 1957:

> It is not enough to want absence of disease in our communities; we want the joy of living that comes from a positive sense of well-being. It is not enough to want a high literacy rate; we want educated citizens. It is not enough to want industry and commerce; we want industry and commerce that won't pollute our air or poison our rivers or turn us into little Hobokens. It is not enough to want streets; we want streets lined with trees. It is not enough to have sanitary jail cells; we want those cells to be increasingly unocccupied. It is not enough to double our police force; we want recreational facilities and programs which will cut our police force in half. It is not enough to paint our poor farms; we must give our older citizens something constructive to do. It is not enough to contain the ugliness of our slums; we must destroy our slums, and build new cities in their place. . . .
>
> We have been a nation not of squatters but of builders. Facing us is the greatest challenge ever to confront a sovereign people: a challenge to prove to the rest of the world that a sense of individual responsibility coupled with faith in each other can produce a working partnership between a free people and their government. This partnership cannot guarantee happiness, but it can establish some of the fundamental conditions of individual fulfillment. In a democracy can we ask for more? We dare not ask for less.

This is the quality of vision which comes from a fusion of scholarship with politics in the highest Aristotelian sense. It has the idealism of St. Thomas and the realism of the payroll and the grocery bill. I commend it to all my fellows and friends of the great and growing University of Connecticut.

The magnitude of our problems in today's world and the complexity and urgency of the challenge which this generation must meet demand far more than doctrinaire prescriptions or massive salesmanship for attracting votes. The United States can neither afford the vacant emotional utopianism that forbids step-by-step progress because miracles are not produced to summary specifications, nor the familiar sickening evasions of politicians satisfied with merely adequate, meager discharge of their tasks.

When we attain working partnership between the politician who knows his trade and the social scientist who demands nothing less than resolution of priority needs, sparks will fly. They can illuminate America. They also can earn for us a future in which our children need not fear.

The Spartans Are Ahead of Us!

By HERBERT F. A. SMITH
Southern Illinois University, Carbondale

ONCE UPON A TIME, many centuries ago, a group of citizens was accustomed to meet in a little shop in Athens for purpose of talking about the meaning of the world and such things. Sometimes they would talk of the welfare of their city-state and, as always happens when a group discusses contemporary problems and the individuals involved, much criticism was passed during these sessions. One day in particular, the group was quite perturbed by the advances in

warfare being made by their potential enemies, the Spartans.

"The Spartans are ahead of us," declared Arogenes most assertively; "they have developed a better shield than we have seen to this time and there is no doubt in my mind that they will overrun us and our civilization will cease to be. Our values will be destroyed; our way of life will be lost to posterity. No one will ever hear of Athens again!"

"How right you are," agreed Dorato lugubriously, "and it is all the fault of the way we teach our youngsters and all this soft treatment we are giving them. Those Spartans know what discipline is. If we were more willing to use the whip, our children would have been clever enough to beat the Spartans to this device and their advantage would not now threaten to overpower us as it does. As you say, the days of Athens are certainly numbered and we shall be totally destroyed!"

By this time other members of the group were nodding eagerly and several tried to crowd into the conversation at once. One voice, however, prevailed over the others and the owner, Bestorenes, quickly took advantage of his position. "Yes, indeed, Dorato, you are right. The training of the youngsters is at fault but the fault lies not only in the method; it lies also in what is taught. The teachers have the children doing pretty exercises instead of good military drill; they are playing pleasant and soothing music instead of the strong martial airs; they are studying new-fangled ways of speech. Let us root out all this stuff and get back to the good old things. The Spartans stick with what has been proven sound in teaching their children. None of this new education for them. You don't find their boys studying these new things like geometry and drawing. No, sir!"

Bestorenes looked around for someone who would argue the point, but he had no takers. Each of the group, rather, rushed in to support him with further arguments. "These fellows who teach the small boys are the ones to blame. After all, if a boy has not learned the basic things by the time he is 10 or 12, it is too late. The grammatists of today aren't doing what they should to give the boys a good start." The speaker, Hippototle, ended with a gesture of assertion but was immediately attacked by a younger man, Hecidides, who had other ideas to express.

"You are right, Hippototle, in that our boys aren't prepared in the science of war and that they are coddled, but the grammatist is not so much to blame as the teacher in the gymnasium. The boys are prepared well enough to this point but no longer do the gymnasiums prepare boys for war as they did. Here is the place our young men get wrong ideas and soft training."

"Our selection of students isn't functioning," said Ruocratus, shaking his venerable gray head; "we have too many weaklings nowadays. The Spartans have the truly selective system. They take their non-gifted children to the hills as newborn babes and let them escape a life of illness and misery. Obviously, those who are spared are tougher and stronger than our boys. We must pick out our gifted children early in life and train them."

There was a good deal of small conversation after this statement, but when Roberlytes cleared his throat, the murmuring died away. "Our whole society is at fault," he declared; "we have non-practical and non-realistic ideas about the people thinking and ruling. When everyone has to talk, nothing gets done. Only one man can rule in time of war. It is our time spent in hashing over everything that will prove our undoing. We must get away from such political nonsense and find a strong man to lead us. The training of our boys is a facet of our whole society and such a society cannot endure in the face of modern warfare and against such brain power as the Spartans have."

An elderly man, Sophiades, had been glancing from one speaker to another as the conversation had progressed. He had said nothing but had become more and more thoughtful. As the group was about to disperse, he lifted one hand to hold them a moment longer. "I have lived a long life in Athens," he said gravely, "and love the city and her people. I have seen the rise of Sparta to power and recognize the threat of that power. I, too, believe the education of our children must be studied, and perhaps changed, in the light of the new threat. It is important to us as Athenians, though, to use as the foundation of our study not the ideals which have made Sparta strong, but those that have made Athens great. The ideals of Sparta we hate and cannot use fruitfully; the ideals of Athens we love and we can find happiness only in pursuing them."

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DOCUMENT SECTION

SOVIET LEADERS' VIEWS ON EDUCATION

Pages 65-74

Educating Active and Conscious Builders of a Communist Society[1]

By NIKITA S. KHRUSHCHEV
Premier, U.S.S.R.

Translated by Ina Schlesinger
White Plains, N. Y.

FOREIGN DOCUMENTS TRANSLATED IN SCHOOL AND SOCIETY

In accord with the policy of School and Society to expand editorial services whenever possible, this issue introduces a Document Section providing translations of foreign statements on education not available or generally accessible in English in the United States. Attempts will be made in the future to bring to these pages other original documents of interest to educators. The journal hopes to find success in obtaining translations of statements from communist-dominated countries, including Red China.

The editors believe that readers will value the accessibility to foreign documentary material to appear in School and Society's newest section.

Stanley Lehrer

First of all, we want to speak about labor. In our age of atomic electric power stations, of the conquest of the cosmos, in the age of automatization, the party and the government have to show the greatest care that all workers, men and women, men and women collective farmers, should have a secondary education. When our workers and collective farmers will have secondary education, labor will become even more productive; and the uninterrupted increase of the productivity of labor is, in the last analysis, the main condition for the successful building of Communism.

In this connection, I would like to share with you, comrade Komsomols, some views on the question of national education and the training of specialists in our secondary school and higher educational institutions.

You know that our country has overtaken all others in the level of preparation of specialists, and now even the U.S.A. has set itself the task of catching up with the Soviet Union.

Nonetheless, we cannot stop at this achievement. There are very real insufficiencies in the work of our schools and higher educational establishments. Our 10-year school prepares young people only to enter higher educational establishments. Life has long ago shown that this conception of the secondary school is incorrect.

Look for yourself what happens in practice. It is possible to admit to higher educational establishments about 45,000 people each year; of these, about one-half are admitted to full-time studies. Most young people, however, after studying for 10 years in school, do not pass the [entrance] examination to higher educational establishments and are proved to be unprepared for a practical life. Only this past year, at least 700,000 of the graduates of the secondary school did not enter higher educational establishments or Tekhnikums; of the graduates of secondary school in the years 1953-56, about 2,200,000 persons did not enter higher educational establishments and Tekhnikums.

These youths and young girls do not know production, as the curriculum of the secondary school is far removed from practical life. It is because of this that difficulties arise in the question how best to use these young people, full of vitality. The result is that a considerable number of young people and of parents is found to be dissatisfied with such a situation.

Further, some young men and women, after graduating from the 10-year school, go to work in factories, plants, collective farms, and state

[1] From a speech to the 13th Komsomol Congress, April 15, 1958, as published in "Vospitivat' Aktivnykh i soznatel'nykh Stroitelici Kommunisticheskovo Obshchestva" (Moscow: "Molodaya Gvardiya," 1958).

farms unwillingly, regarding this somewhat as an insult. Such a haughty, scornful, and incorrect attitude towards physical work appears also in some families. If a child learns badly, some parents tell him: "If you do not study well, you will not be able to enter a higher educational establishment, but you will have to go into a plant as a simple worker."

Some people turn physical labor into a kind of a bugbear for children. I will not even mention that such arguments are insulting for the workers of a Socialist society.

I think that the time has come to reorganize decisively the system of education of the generation now growing up in the schools.

The most important thing in this issue is that it is necessary to proclaim a slogan and this slogan should be sacred for all in our society.

* * *

The Soviet school is called upon to prepare fully many educated people who will know the bases of the sciences well and at the same time will be capable of systematic work; it must develop in young people the urge to be useful to society, to participate actively in the production of values which are indispensable for society.

We have many young men and girls who work in production after graduation from the 10-year school. And some came into production even before reaching the 10th class. Many of these work well and study further without leaving their jobs.

* * *

We must pay more attention to the work of evening schools for working youths so that all young men and girls who work in production could get a secondary education in such a school, if they wish. I would say that, if some comrades do not yet wish this today, we must awaken in them the desire for study.

However, we must avoid a situation where evening schools consider it their task only to prepare pupils to enter higher educational establishments. For these schools have now and will have considerably more young people than are needed to fill the higher educational establishments. Thus, we must create for the pupils of evening schools the possibility not only to acquire a complete general education as in secondary school, but also to perfect and deepen their professional education. In this way we would prepare better qualified, educated men and women workers, men and women collective farmers, and other workers of our society, who have a complete general secondary education, as well as a specialized education.

Obviously it follows that we must improve also the existing system of higher education; we must bring it closer to production and really connect it with production. We must admit to higher educational establishments more young people who already have experience in life and a period of practical work experience. The reconstruction of the secondary school will help to solve this problem correctly. Higher educational establishments should admit those who show most capabilities and desire to continue their studies. Here we must take into account not merely the desire of the person entering a higher educational establishment, but also the evaluation of his activity by social organizations (trade unions, Komsomol). Then the choice will be made according to preparation, inclination, and the belief that this person will justify the outlays made for him and that he is really capable of being a useful leader and organizer of production.

* * *

It is imperative that people doing useful work in society should have more opportunity, if they wish, to study in their spare time in educational establishments where they would study art, painting, music, and the humanities. The government, and especially the Komsomol and trade unions, must assist the workers of our society in this.

The existing system of admissions to higher educational establishments also arouses censure. Thus, you know that sometimes the person who is admitted to the higher educational establishment is not the one who is well prepared, but the one who has an influential mummy or daddy, who can help their children to enter the higher educational establishment.

In the reform of the work of the secondary school, it might be advisable to consider using a form which has proved useful before, such as the schools in factories and plants. Pupils could study in the secondary schools up to a certain, definite class; then they would go to factory and plant schools to continue their education and to acquire work skills and a profession, which every person needs so that he will not only be prepared in subjects of general education, but also know life well, know production, how to hold a hammer, and not confuse a rake with a shaft.

Such a system of instruction and education will correspond better to the democratic principles of Soviet society. With this, it will no longer be possible that Vanya, for example, would possibly not go into production, but that Kolya would have only one road—directly into production. When some people believe that

people of the "second class" should go into production work—this is wrong in principle and contradicts the spirit of Socialist society.

All young men and young women must know that, while learning in school, they must prepare themselves for work, for creating values useful for human beings and society. Those people who strive to continue their education while working in production can study in evening and correspondence schools, either in special secondary schools or in higher educational establishments. Every assistance must be given them. Let them work and study one year or two, but later in the more advanced courses they must be given some privileges, possibly by setting aside two or three days a week for study. For the last year or two we might possibly relieve such persons from work in production, to make it possible for them to finish their studies at the educational establishments and to start life as well prepared specialists, well versed in their field, in theory as well as in practice. An engineer who gets his education in this way will get his diploma possibly somewhat later than one who enters the institute directly from the 10-year school. But in practical life and in knowledge of his field, he will have a considerable start over those who enter a higher educational establishment directly from secondary school.

* * *

In enterprises and constructions, in collective farms and state farms and establishments, selection for higher educational establishments must be made with the participation of Komsomol and trade union organizations, which will objectively evaluate how a person works and studies, how he behaves in the collective. This also is very important; that is why everyone will have a great moral responsibility to the collective in which he works, will try to earn respect through his work and his comradely attitude in the collective. I think that this will be good, comrades.

I think that it would be useful to consider reviving the work of plants—higher technical educational establishments [zavody-vtuzy]. In the past, this has produced quite good results and there are many engineers, now working in the national economy of our country, who acquired the knowledge and diplomas of specialists in this way. And, it must be said that the overwhelming majority of these are very good engineers, specialists well versed in their field.

The training of agricultural specialists should be held in institutes, organized in the large state farms. There, there must be study establishments, laboratories, and farm establishments for practical work. Or, in any case, there should be great model farms for study connected with agricultural higher educational establishments. The students must themselves care for the animals, repair machines, operate these machines; they themselves should sow, grow, and bring in the harvest. And, in general, comrades, higher and secondary agricultural educational establishments should be moved from large cities to rural districts [raioni].

* * *

The work of universities, medical, pedagogic, and other higher educational establishments should also be more closely connected with life, with practical work. Naturally, the ways in which this is done must be carefully considered.

Adapting Higher Schools to Contemporary Demands[1]

By VYACHESLAV YELYUTIN
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Translated by Ina Schlesinger
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OUR COUNTRY goes forward quickly, along the road of building Communism, achieving outstanding successes in all fields of the economic, scientific, and cultural life of society. Under the leadership of the Communist Party, Soviet people accomplish great changes in the direction of satisfying the material and spiritual needs of the nation.

The cultural revolution realized in the Soviet Union has led to a tremendous rise in the cultural level of the workers. The lack of education of the working population of our Fatherland is a thing of the remote past.

One of the most important results of the cultural revolution is the organization of a broad system of preparation of specialists for all

[1] *Pravda*, Sept. 17, 1958.

branches of the national economy and culture, the creation of a national intelligentsia.

In the new academic year, Soviet higher schools have admitted 2,150,000 students. This is four times as much as the over-all number of students in such very large European capitalistic countries as England, France, the Federal Republic of Germany, and Italy, all taken together, where population is about 200,000,000 people, *i.e.*, almost the same as that of the Soviet Union. In the year 1958 alone, our higher schools prepared 290,000 specialists, nearly 90,000 of whom were engineers. The higher school has become an important factor in the realization of the great tasks which face the State.

But, however substantial the achievements of the Soviet higher school may have been, in the world of comtemporary demands they can no longer fully satisfy the growing demands of the national economy and of the culture of the country. . . . The problem is not only to raise the level of theoretical-scientific teaching of students. The rapid development of science and technology, the mechanization and automatization of whole branches of production and, on this basis, the greater need for qualified workers, demands the systematic, day by day improvement of the practical preparation of specialists.

* * *

The classic writers of Marxism remarked that "in a Socialist society labor and education will be united and for this it is proposed to provide the coming generations with a many-sided technical education" (Marx and Engels, "Works," Vol. XIV, p. 328). Marx saw in the combination of study with productive work "the only means for producing all-around developed people" ("Capital," Vol. I, p. 489, 1952 ed.).[2]

* * *

The improvement in the quality of the preparation of specialists is the most important task given to our higher schools by the 20th Congress of the Communist Party. In solving this problem, it is important to keep always in mind that teaching should be equal not to the past, but to the present and future levels of science and technology. V. I. Lenin said that it is possible to build Communism only by the widest use of all achievements of contemporary science and techniques and their constant development.

* * *

Comrade N. S. Khrushchev, in his speech to the 13th Congress of the Komsomol, showed the direction for the further improvement of the preparation of specialists and the organization of higher and secondary schools. He remarked that "contemporary conditions of the building of Communism demand people who are highly educated and capable of solving the most complicated problems, who will find their way fearlessly in all fields of science and technology."

The party is striving to make the system of higher education more flexible. . . . It is very important to give the young people who wish to obtain a higher education ample opportunity for proving their strength and at the same time to ensure the selection for higher schools of the most worthy and talented of them.

We must construct the system of higher education starting from the premise that the secondary schools will solve successfully the problems of general-educational, polytechnical, and production training. Such young people will enter higher schools who will have mastered the bases of science sufficiently and who will have had some experience of practical work in one or the other branch of production.

The proposals of Comrade N. S. Khrushchev about the reorganization of the educational system called forth enormous interest and approval in higher educational establishments. Professors and teachers collectives discuss ways of further perfecting the system of higher education. In this connection, some general suggestions are being advanced which, in our opinion, deserve close inspection and discussion.

The most important point in these proposals is the necessity for student participation in socially useful production work in the various periods of study in a higher educational establishment. The concrete forms of this work and the period of its realization will depend on the special character of this or that higher educational establishment or faculty and on the character of the student body. For example, for those students who did not work in production before they entered the higher educational establishment, it is desirable to start studies in the higher schools as a rule, with few exceptions, under the system of evening and correspondence schools. . . . It would be expedient to establish this order of things, in our opinion, for the first two or three years, but in some cases, only for one year of study. Some people feel that this system should not necessarily be extended to the young people newly admitted, who came from production work and who have two years or more production experience.

It is desirable to organize the production work of the students so as to correspond to their future specialty; for instance, a student in a high-

[2] The quotations in this paragraph have been translated from the Russian translations used by Yelyutin.—Ed. Note

er educational establishment of machine building should work in a machine building plant, a student of an agricultural higher educational establishment should work in agriculture, etc. It is important to establish such an order of things that in the students' work in enterprises they would have the possibility not only to master this or that profession, but to study consistently the bases of the technological processes of the entire enterprise. At the same time, it is desirable to group the students in enterprises in such teams as to permit the higher educational establishments to conduct evening courses for them. The load of students in this case might be about 12 hours of compulsory studies a week.

In cases where students of a higher educational establishment would be working in various towns and in different, often small, enterprises, they could satisfy the demands of the curriculum by enrolling in correspondence courses. It would be expedient to set up the curricula in such a way, that, in the period when studies go on while the student is working in production, the student should master those disciplines which are most easily studied in independent work; the more complicated disciplines should be concentrated in the third and subsequent years of study.

This system of organizing the students' first years of study without stopping his production work makes it possible to discover the most able and work-loving people, those who truly love their future profession and who will make a great effort to continue their education in their chosen specialty. . . .

* * *

The teaching of students in the third and subsequent years can be organized in different ways. One of these would be that students would be transferred to the institute and be paid a stipend, while they were relieved from work in an enterprise. In this case the student, for a period of two to two and one-half years would study various theoretical disciplines within the walls of the institute. After this, he would be sent for a long period of practical production work of a kind close to his specialty. During this period of practical work, he will continue to acquire theoretical knowledge through evening or correspondence courses. It is desirable to leave for this period those disciplines which can be best studied while working in an enterprise. . . .

After production practice, the student again returns to the institute to conclude his education. Here he ends his study of special disciplines, completes his diploma project and takes his state examination. This final period of study can also be closely connected with production. In the majority of cases a realistic task will serve as the theme for a diploma project, one which will solve the tasks of working out new machines, mechanisms, of working on or improving technology, or working out new ideas which will correspond to the techniques of the future, to the process of scientific research.

The students who, for various reasons will not be able to transfer to full-time studies, can continue their education by enrolling in further evening or correspondence courses.

* * *

The general principles which we have discussed and which, in our opinion, could form the basis of reorganization of higher education are clearly applicable to almost all branches of the training of specialists.

This way of reorganization of higher education is reaching concrete expression at the present time in the proposals of some higher educational establishments. For instance, the Magnitogorsk Mining and Metallurgical Institute, in conjunction with the Magnitogorsk Metallurgical Combine, proposed a system of training engineering cadres, in which the students, while studying at the institute, would be obliged to work in the plant at regular workers' jobs and as junior members of engineering and technical staffs for two and one-half years as part of a general course of studies of five years and 10 months.

The new curricula of this institute, while strengthening the practical training of specialists, also provide for the raising of the level of their theoretical training. Courses in physical mathematics and chemistry are being broadened and include the latest achievements in these branches of knowledge.

Calculations have been made which show that funds spent on the training of engineers will not increase, in spite of the lengthening of the period of study by one year, as the students will work in production for two and one-half years and will not receive a stipend during this time.

In the reorganization of the technical higher educational establishments we must consider also the positive factors inherent in the technical colleges in plants in their time.

In the faculties of the humanities, it is not absolutely necessary to connect the work of the student with the profile of his future specialty.

* * *

Naturally, in the reorganization of higher education establishments it is necessary to give full consideration to the specific characteristics

of each one. . . . It is obvious, for example, that students studying roadbuilding should be sent to work for the whole summer season, and in the winter only theoretical work should be arranged for them. In a certain measure, this applies also to agricultural higher educational establishments, in which it is desirable to alternate practical and theoretical training, during the first two or three years, according to the seasons. In general, training in agricultural higher educational establishments should be organized in such a way that farms run by the higher educational establishemnts for study purposes should be served completely by the students. If, in addition to this, we broaden and strengthen these study farms sufficiently, our agricultural institutes will in fact become higher educational establishments within state farms.

We do not exclude the possibility of organizing small production enterprises in connection with higher educational establishments where the students themselves produce goods. While working in such enterprises, students could qualify in production in their chosen specialty.

In special cases, as for instance in medical institutes, it is possible to confine to the first year of study the period of evening courses combined with practical work of the students in hospitals and other medical institutions. It is desirable to carry on further study with prolonged practical work in clinics and hospitals, while freeing the student from work.

In pedagogical higher educational establishments and in university faculties which train teachers, it is also considered expedient to confine practical work to one year—the first year of study—but to provide for a lengthy period of pedagogical practice of from six to 12 months in the later years.

In spite of the generalized principles and specific provisions for separate ways of education in the system we have examined, there can, of course, also be some exceptions, caused by special conditions in the training of specialists. For example, in the training of specialists in some universities in mathematics, theoretical physics, mechanics, chemistry, biology and, in some technical institutes in training for new technology, where it is necessary to complete work on a large amount of laboratory, calculating and other forms of problems, study could start separate from production work. However, it is mandatory to introduce considerable corrections into the order and method of teaching with the aim that students should acquire production and experimental skills at the same time as theoretical knowledge.

As a considerable part of the students will go through the whole course of the higher school in evening or correspondence courses, it is necessary, in the light of the new tasks confronting the higher school, to introduce definite improvements into the system of evening and correspondence courses. At the present time, this system has many failings. In the first place, evening and correspondence higher educational establishments are, for a great part, isolated from full-time higher educational establishments; in the second place, they are isolated even from the enterprises where their students work.

It is desirable to reorganize evening and correspondence education so that it should, in the main, be based on the day-time higher educational establishments, which have qualified cadres of professors and teachers and sufficient equipment; further, a network of study and consultation points of the correspondence faculties and branches would be established in large enterprises.

Independent correspondence higher educational establishments with a limited number of students will acquire the character of centers where practical experience in education by correspondence will be summarized and the most important academic study and methodical documentations will be worked out.

To make possible the successful work of students enrolled in correspondence courses, it is especially important to supply them with textbooks and school supplies.

* * *

It is very important to encourage our professors and pedagogues in higher educational establishments to produce various study aids and courses of lectures.

* * *

Life poses a new and very important problem for higher schools—the improvement of the qualification of working specialists. This will, in the future, gain in significance in the system of evening and correspondence education.

* * *

Great problems now face education in universities and the humanities. Comrade N. S. Khrushchev spoke of the great significance of education in the humanities in his speech to the 13th Congress of the Komsomol: "It is necessary to achieve this, that people, who do useful work in society, should have more opportunities, if they desire, to enroll in their spare time in such educational institutions, where they would study art, painting, music and the humanities."

The larger the group of people who study social sciences, the history of our Motherland and of the Communist Party, philosophy, political economy, and the cultural achievements of the peoples of the U.S.S.R., the more widespread will Socialist ideology be and the better will be the education of the masses in the spirit of the great ideas of Marxism-Leninism.

* * *

Progress in higher education, thus, must consist above all in this, that each new generation of young specialists should be more advanced in science than its immediate predecessor.

* * *

The raising of the level of theoretical preparation of specialists will be efficiently realized, in our opinion, by introducing short courses concerning problems in those fields of science which are developing most quickly. For example, for physicists, chemists, and biologists, it is even now necessary to introduce a short course in the chemistry and physics of high polymer substances; for machine builders, a course in high polymer materials is necessary, etc. As science develops further, the need for a series of new courses will arise.

Apart from that, we must consider always that a specialist needs knowledge in a wide spectrum of disciplines and for this he has to study the associated sciences. It is generally known that, at the present time, especially interesting discoveries are made most often at the frontiers of science, that the application of methods in associated sciences permits the discovery of new laws.

It is necessary, in the light of the new problems confronting our system of national education, to review the ways of training specialists in secondary, special educational establishments. A great failing of special secondary education is its isolation from practical work. It seems to us that it is best to start secondary special education immediately after graduation from the general eight-year school. The first year of study in the secondary special educational establishment will also in this case bear the character of professional-technical training: the pupil will be given work skills and a definite profession; at the end of the first year of study a corresponding rating will also be given. In the course of this year of study, a part of the time will also be set aside for subjects of general education.

After the first year of study, pupils should be sent directly into production, so that they could continue their education for two years while working. At the end of this period, pupils would have the possibility to complete their education by studying full time for one and one-half to two years. In this period they would discontinue their work in production.

Here also, there could be several variants in setting up the curricula. In several complicated specialties it would be expedient to train technicians without interruption of production work, on the basis of the full secondary general education school.

While reorganizing the system of higher and special secondary education, it is necessary to consider the question of some privileges in production work for those who will study in the system of evening and correspondence courses. These privileges might take the form of a shortening of the work day, or work week, or a lengthening of the vacations with pay which are provided for the examination sessions. These sessions should be held so as not to interfere with the rhythm of production.

The organization of training specialists along the lines discussed here doubtless will give rise to the need for changing the methods for admissions. In the question of recruiting for the higher educational establishments, we must hold to the general rule: to attract the greatest possible number of youth with practical work experience. However, this order of things cannot be applied in a formal way, especially in admitting to higher educational establishments students of such specialized disciplines as mathematics, physics, mechanics, chemistry, and some others.

The transition to the new system of higher and special secondary education must be achieved gradually by all means, so as not to lower the level of training of specialists or slow down the process in the transitional period.

* * *

Of great significance in the organization of the training of specialists is the correct geographical distribution of higher educational establishments. In the last years considerable work has been done in this direction. In many cities of eastern districts new higher educational establishments were organized, or existing ones were enlarged. As a result, today 25% of all students are now studying in the higher educational establishments of the eastern districts of the country.

In the organization of new higher educational establishments it is necessary to start from the needs of the development of training of specialists in the East. At the same time, we must take into consideration also the existence of scientific schools founded long ago and the sensible use of the equipment of existing higher educational

establishments. It seems fully expedient in the higher educational establishments of the great capital centers, which have good laboratories and a highly qualified staff of professors and teachers, to train specialists in the theoretical sciences, in specialized new techniques, and the most complicated branches of production. These specialists must be trained for work in scientific research establishments, construction offices, and big laboratories in plants.

The problem of further improvement of higher and special secondary education must be widely discussed, so as to find the most correct ways and methods of solving the tasks which confront us.

There is no doubt that the improvement of the system of national education and of the training of specialists will allow us to raise to a higher level the work of our cadres in all branches of economy and culture. This will tell favorably upon the realization of the grandiose plans for the building of Communism.

SCHOOL AND LIFE[1]

By NIKITA S. KHRUSHCHEV
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Translated by Ivan D. London
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. . . [In spite of the attainments of Soviet schooling] there are great deficiencies in the functioning of our schools which cannot be tolerated any longer. The chief defect, marking both our secondary and higher schools, is their isolation from life. . . .

Our school of general education suffers from our having borrowed very much from the prerevolutionary gymnasium which had as its goal the imparting of a set amount of abstract knowledge to its graduates. At that time both the state and the school were uninterested in the future fate of these graduates.

What is the goal of our secondary school in perparing one for the graduating certificate of maturity? It is also the mastery of a fixed program of academic knowledge, not connected with the various forms of production. . . .

[But circumstances over the years have evolved in such a way that] the secondary school has ceased serving only as preparation of youth for entrance into higher educational institutions. . . . We are trying to send all our youth through the secondary school. But it is in the nature of things that not all of them can be absorbed by our higher and secondary special educational institutions. It would be, therefore, absurd to entertain the prospect of having all graduated boys and girls enter higher educational institutions.

However, our 10-year school at the present time is failing to resolve the question of preparation of youth for life, and instead continues to prepare young people only for entrance into higher educational institutions. Among the youth who are finishing their secondary schooling and also within families and school faculties the attitude is firmly maintained that this is the way things ought to be and that our secondary school is called upon only to train people with a view to ensuring adequate student bodies for higher educational institutions. . . .

Life has long since shown that such a conception of the aims of the secondary school is incorrect. Even some time ago a sizable number of boys and girls did not, on finishing secondary school, enter higher educational institutions. And in recent years, because of the increased number of 10-year school graduates, a smaller proportion of boys and girls are entering them. Actually, a majority of those who have graduated from the secondary school seem to be quite unprepared for life and do not know where to turn further.

Under current conditions we can admit annually to higher educational institutions about 450,000 students, of whom nearly a half are assignable to the daytime division. Yet the majority of young graduates show up as unprepared for the demands of practical life. More than 2,500,000 of those who finished secondary school did not enter higher educational institutions and technicums for the 1954-57 period. More than 800,000 secondary graduates in 1957 alone did not enter higher educational institutions and technicums.

One can scarcely regard such a situation as proper, and many comrades . . . express doubt about the correctness of the system of organization of general 10-year education now obtaining.

It is evident that in teaching children one

[1] From "On Strengthening the Connection of the School with Life and on Further Development of the System of Popular Education in Our Country," *Pravda*, Sept. 21, 1958, pp. 2-3.

ought to prepare them psychologically from the first grade for the fact that they will have to participate in the future in socially useful activity, in work, in the creation of material wealth necessary for the development of our socialist state. We still make an essential distinction between physical and mental labor, and as an inheritance from the past, the following situation still remains—that preference is, somehow, extended to a certain segment of youth who must needs be taken into higher educational institutions and excluded from factories or kolkhozes. The remainder—well, they are those who "haven't become anybody" and who "haven't demonstrated any abilities." Just those ought to go into production. This is fundamentally wrong and contradicts both our doctrine and our aspirations.

Young boys and girls who have finished secondary school, as a rule, consider that the only suitable life-path for them is the continuation of their education in a higher educational institution or, as a last resort, in a secondary special educational institution. A number of those finishing the 10-year school do not go at all willingly to work in factories and kolkhozes, and a number of them even consider this as personally insulting.

Such a haughty, contemptuous, and incorrect attitude toward physical labor shows up in families also. If a boy or girl is not doing well in his studies, then his parents and the people about him frighten the child by telling him that, if he does not do well in his studies, if he does not get the gold or silver medal, he will not be able to enter a higher educational institution and will have to labor in the factory as an ordinary worker. Physical labor is turned into a scarecrow to frighten children. I don't have to mention the insult implied in such talk to the workers of our socialist society.

. . . It is necessary to affirm that the practice which existed until recently of creating privileged conditions for the entrance into higher educational institutions of individuals graduating from school with gold or silver medals complicated the situation even more. The fact is that great influence was exercised on teachers by certain parents who strove to have their children receive these medals for such reasons.

Besides this, there is much that is wrong in the very practice of selection of young people and their enrollment in higher educational institutions. Although competitive examinations exist for admission into higher educational institutions, one must, nevertheless, admit that for enrollment in a higher educational institution it is frequently not enough to have passed the examinations successfully. Here it is also the influence of parents that counts for a great deal. Not without reason does one find among young people entering higher educational institutions the widely held opinion that, after they themselves have survived the competition, then the competition among their parents starts, and it is the latter competition that often decides everything. This brings about conditions of unequal opportunities for entrance into higher and secondary special educational institutions.

. . . It is also impossible to ignore how our young people choose their profession on entering a higher educational institution immediately after finishing school. In many cases, and in probably a majority of them, this choice is fortuitous. Therefore, it frequently happens that, when boys and girls do not succeed in entering the higher educational institution of their choice, they are ready to submit an application to any other institution, even though it be one for an entirely different type of training, as long as they get a higher education. . . .

[To the criticism that higher training is too theoretical and too remiss concerning practical experience in learning one's profession] one may object that right now practice-work in production does take place in our higher schools. Yes, it does take place, but it is managed very poorly. Practice-work in production should be gone through more thoroughly, not as it is now. At present students doing practice-work loaf around the factory more than anything else. One student works at a machine and 10 to 15 others stand by watching him and are even afraid to approach it. Actually, the administrative personnel in the various enterprises have little confidence in student practice-workers, since these are without necessary training and, should an operating machine be given to them, a loss of

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William Benton

THIS IS THE CHALLENGE

Foreword by JOHN GUNTHER

"Perhaps the best statement yet made of the nature of the real threat which Soviet Russia poses to the United States."—Harrison E. Salisbury, New York *Times*

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production-capacity and production-potential results. Enterprises find these practice-workers a burden. . . . And, finally, it is impossible not to note that in the higher schools there are still too few children of workers and kolkhozniks. In Moscow higher schools, for example, the children of workers and kolkhozniks constitute in all 30-40% of the student body. The remaining students are children of higher placed employees and the intelligentsia. Of course, such a situation is clearly out of line.

In the work of our higher schools there are also many other defects: students are excessively overburdened with required studies and have little time for independent activity; the participation of the teaching staff in scientific work . . . is weak. The study of the social sciences and the organization of ideological indoctrination call for considerable improvement. The reorganization of the system of higher education should also advance the elimination of these last defects. . . .

SPECIAL CONFERENCE REPORTS

EDUCATION'S NEW CHALLENGES

"EDUCATION Accepts New Challenges" was the theme of the 41st annual meeting of the American Council on Education, Chicago, Oct. 9-10, 1958. The stated purpose of the occasion, which brought together more than 700 college presidents and other administrators in higher education, was to take note of criticisms of education made since the first Sputnik was sent into orbit, and also to "take a sober look at the new opportunities presented by the space age and at the measures already being taken to grasp them. By its very nature, our educational system has goals so high that they never can be reached. The basic question posed during the past year is whether the goals themselves should be changed because of the impatience with the rate of progress."

Arthur S. Adams, ACE president, opening the sessions with "A Clinical Look at the Controversy Over Education," found that, while American education needs more strength and support, there is no need for a change in "its nature or its philosophy." His diagnosis revealed that, in clinical terms, we as a nation "are well nourished, indeed some might say we are a little fat. Our nervous system, on the whole, is well adjusted, but there is a high irritability of the pocketbook nerve. Our vision is slightly astigmatic and a little myopic; our hearing is acute, especially at short range; pulse, temperature, and respiration are usually normal; but our disposition is such that we can be subject to temporary spells of high blood pressure. The vital organs themselves are eminently sound, and we have a great reserve capacity of vitality."

Dr. Adams found that significant improvements had been accelerated during the past year in seven areas: raising of teachers' salaries; attention to the talented student; the quality of instruction; emphasis on new technological aids to teaching; desirable curricula for teacher preparation; recognition of the need for qualified teachers; and acceptance by the Federal government of a share of responsibility for education, as evidenced by passage of the National Defense Education Act.

Pres. Virgil M. Hancher, State University of Iowa, maintained that the problems in American education are not to be solved by turning backward to the schools, colleges, and universities of 25 or 50 years ago, for obviously those schools did not adequately prepare the present adult generation for the world of today; nor are our problems in education to be solved by imitating the systems of Western Europe, since people there are discovering grave weaknesses of their own and are turning to us for solutions. Dr. Hancher said the dual mandate of quality and quantity in education which has been widely accepted in this country is still valid, resting as it does not only on political, economic, and social grounds, but also on the fundamental proposition that it is right and just.

The setting of national goals in education, with determination of a "fair share" of costs for private individuals and organizations and for government at all levels, was advocated in the banquet address of Arthur S. Flemming, Secretary of Health, Education, and Welfare. He proposed that, as the initial step, national goals be set for school construction, facilities, and equipment in higher educaton, as well as for teachers' salaries.

Pres. Nathan M. Pusey, Harvard University,

spoke on "The Need for Public Support," using as a starting point the current campaign among Harvard alumni for $82,500,000 in new capital resources. He said the major part of funds required by higher education must come from alumni, and from the students and their parents in the form of higher tuition charges. Other important sources referred to were business and industry, the states, and the Federal government.

Discussion in six section groups centered on emphasis in the secondary schools on the needs of the individual student; co-operation in teacher education; improved technical aids to teaching; challenges presented by the changing characteristics and needs of college students; progress in the recruitment, preparation, and retention of college teachers; and strengthening higher education through intercultural programs.

Among the six resolutions was one stating "that the great strength of American higher education stems from dynamic partnership between strong privately controlled institutions and strong publicly controlled institutions. It is to the benefit of American society to maintain both types, each at its strongest and best. Expenditures in all higher education need to be greatly increased through united effort." Other resolutions praised Secretary Flemming for his pledge of consultation with educational leaders in the administration of the National Defense Education Act; called for a "massive national effort" in behalf of education as a first imperative of our day; urged greater understanding of foreign cultures and of their relations with the United States; advocated continuance and expansion of co-operation between liberal arts and education faculties; and urged still greater emphasis upon current programs designed to recruit, prepare, and retain college teachers.

Pres. O. Meredith Wilson, University of Oregon, was unanimously elected chairman of the Council. Other new officers elected are: first vice-chairman—A. Blair Knapp, president, Denison University; second vice-chairman, Samuel M. Brownell, superintendent of schools, Detroit. Helen D. Bragdon, general director, American Association of University Women, was re-elected secretary, and Frederick P. H. Siddons, vice-president, American Security and Trust Co., Washington, D. C., was re-elected treasurer.

CHARLES G. DOBBINS

American Council on Education
Washington, D. C.

Proper Use of Teacher Time

FIFTY CLASSROOM TEACHERS gathered in Washington, D. C., Nov. 28-29, 1958, to consider one of the nation's Number One educational problems—utilization of teacher time. These teachers, representing 38 states, had been invited to participate in the Study Conference on the Utilization of Teacher Time, sponsored by the Department of Classroom Teachers, National Education Association, and under the chairmanship of the writer.

At the formal opening of the conference, Ewald Turner (Pendleton, Ore.), president of the department, expressed the classroom teacher's analysis of the problem at hand: ". . . the first responsibility of the classroom teacher is to the children in his classroom, and when outside interruptions, additional duties, and overcrowded classes are present, then the child is the eventual loser. . . ."

Major issues considered during the conference were tangible and intangible factors contributing to effective utilization of teacher time and the role of classroom teachers, school administrators, and professional organizations in the effective utilization of teacher time. To formulate answers to these questions, the 50 participants worked in five discussion groups consisting of 10 persons each. Each group met five times during the two-day period.

At a plenary session, a panel of NEA staff members considered questions by the groups and rated class size as a key factor in utilizing teacher time. They agreed that more research is needed, but cautioned against seeking magic-formula solutions and jumping to quick conclusions.

While release of conclusions reached at the conference must await preparation of the final report, certain ideas, opinions, and statements expressed repeatedly by the participants serve as a weathervane of their general thinking. Among the most frequently recurring concepts were the following:

Class size should be determined in relation to age and ability of student, subject matter taught, and the physical capacity of the classroom.

Supervisors, administrators, and clerical staff should not be considered as teachers in computing the teacher-pupil ratio for the school system.

Class interruptions should be kept to a minimum.

Teachers' schedules should allow adequate time for classroom preparation, research, and conferences with parents.

Records should be simplified and standardized; machines should be used when possible.

Supplies should be easily accessible, up to date, centrally located, and centrally purchased.

Conferences between teachers and administrators should take place prior to making or changing teaching assignments.

Good staff morale should be maintained through co-operation between the administration and the faculty in planning curricular and extracurricular activities and personnel policies.

All phases of the profession should co-operate in interpreting the program and in presenting the financial needs of the schools to the public and in maintaining good public relations.

ANITA RUFFING

Bellevue (Ohio) Public Schools

EVENTS

Educational Enlightenment via Television

DR. FRANK BAXTER, the Sunrise Semester, and the Continental Classroom have demonstrated that a well-presented television program series can attract large numbers of adults to listen to lecturers on literature, physics, and mathematics, even at inconvenient hours. Here is proof of the power of content plus method to advance popular knowledge.

The perennial plaint of the professional pedagogues has been that they have not been able to reach mass audiences with the story of education. The trouble is that they have not really tried. Some of the energy and planning that was shown by the American Association of Colleges for Teacher Education in producing the pioneering physics course on Continental Classroom might also be applied by this and other professional organizations in presenting problems of education via such mass media as radio, and especially television. (Incidentally, have we seen any accolades bestowed upon the AACTE for its services to subject-matter instruction?)

There are various types of television programs which may serve toward public enlightenment on educational matters: the presentation of controversial viewpoints on current school problems, such as the New York City school-building question, in a lively and objective manner; a searching interview with an influential educational personality; a formal debate between two educators of variant philosophical positions; a news-and-commentary period analyzing recent educational developments in the U.S. and in foreign countries; the celebration of important anniversaries, such as those of Horace Mann and John Dewey in 1959; biographical profiles of celebrated educators and other personalities who have influenced education in the past and present; author-meets-the-critic book reviews of significant publications in the field of education; a straight talk on an educational issue; demonstrations of textbooks, teaching equipment, and classroom methods; special films exhibiting classroom and school scenes, with interpretations by educators; and public-professional symposia.

It is not enough to have two or more personalities face the television camera for half an hour and discuss the American high school, even if they happen to be such interesting individuals as Dr. James B. Conant and Fred M. Hechinger; or for Bishop James Pike to draw out Frank H. Sparks on Soviet education, again in half an hour. Such television programs can be absorbing and educational to many, but not to a mass multitude. What the programs must do is to take advantage of what is peculiar to television—the opportunity to exhibit a variety of visual materials to vitalize the verbalization of the contents. What is further needed is disagreement and excitement, rather than colorless camaraderie.

The educational profession, it stands to reason, should be able to convince the television authorities of the value to the enlightenment of the public of programs on education planned by competent minds. But, since the networks are usually hard to budge on the sole basis of the merits of the case, the educational organizations must be prepared to offer a substantial subsidy.

Public understanding of education requires the utilization of all possible approaches. Television would seem to supply the fullest educational information to the greatest number.

WILLIAM W. BRICKMAN

ADULT EDUCATION IN DETROIT

NEW PROGRAMS of Wayne State University and the University of Michigan have proven a powerful stimulus to adult education in metropolitan Detroit. Enrollment figures recently compiled by the Wayne State-University of Michigan Division of Adult Education show 3,272 students in courses offered in the fall of 1958. Hamilton Stillwell, division director, estimates that nearly 2,000 adults are taking new courses offered jointly by the two universities. The balance have registered in programs previously offered independently by the University of Michigan and Wayne, now integrated in the Division of Adult Education.

Interest has been particularly great in music, psychology, speech, and foreign languages, with two sections active in Russian language alone. Registra-

tion in business courses accounts for nearly one-third of total enrollment.

The courses scheduled for the spring semester include music appreciation, art, dramatic appreciation and criticism, literature, income tax theory and application, labor-management relations, geology of U.S. national parks, Michigan geography, non-fiction magazine writing, religions of the world, art appreciation, political analysis of the Soviet Union as a world power, child psychology, race and cultural relations, communication problems in supervision, and conference leadership.

ENDOWMENT FOR FINE ARTS AT CARNEGIE

TRUSTEES of the A. W. Mellon Educational and Charitable Trust have provided an endowment of $5,000,000 to strengthen the faculty of the College of Fine Arts, Carnegie Institute of Technology. In a joint announcement from the institute, Dec. 9, 1958, Board Chairman James M. Bovard and Pres. J. C. Warner saw the grant as "opening new directions in creating a center for educational and creative achievement in the fine arts."

The new endowment will provide for:

Creation of not less than four distinguished chairs to be known as the Andrew Mellon Professorships, one of which will be in painting, design, and sculpture; one in the Department of Music; one in drama; and one in architecture.

Allotment of $30,000 a year from the income of the fund to enable eminent artists and scholars, who would not be available on a permanent basis, to join the faculty as visiting professors for restricted periods of time from one month to a year.

Allotment of the remainder of the income of the fund to the improvement of the salaries of the faculty providing instruction to students in the College of Fine Arts in order to assure the retention and recruitment of the ablest teachers and scholars.

In accepting the grant, the board of trustees of Carnegie Institute of Technology agreed to undertake to obtain from other sources funds for a $3,500,000 Dramatic Arts Center. Construction of the center is a part of Carnegie's $25,350,000 development program. With this latest grant, the program has now reached approximately 70% of its announced objective.

EXPANSION OF SARAH LAWRENCE COLLEGE

SARAH LAWRENCE COLLEGE announced in Nov., 1958, a new educational plan for the future based on its 30 years of experiment in individual education and designed to help meet the need for more room in the nation's colleges. Using the principle that the "individual student is the center of the college curriculum," the college will put into effect an enrollment increase from 400 to 550 women students. The additional students will be accepted beginning in 1960.

The new plan calls for continuance of the college's individually planned three-course program, tutorials, independent study without examinations or grades, and provides a curriculum in which 90% of all classes will average 10 in size. Twelve new courses of 35 to 40 students each, in which new techniques of individual instruction will be tested, are to be added to the sophomore and junior years. Qualified seniors will work in graduate-style seminars, and a special graduate program leading to the M.A. will recruit a nationally selected group of students who intend entering the field of college teaching.

Other features of the new plan include an extension of the college's teacher-preparation program for early childhood education, the inclusion of foreign study as a regular part of the curriculum, and an eight-week summer session with an experimental summer theatre, intensive one-course studies in the liberal arts, and a program in early childhood education. The college's summer session in Italy will become a regular component of the curriculum, along with the junior year in France, with other foreign study programs planned as appropriate for the individual student.

Educational Ticker Tape . . .

(Continued from page 58)

awards, which will include a $1,000 prize, will be presented in Dec., 1959, for the best book on science or the interpretation of science published between July 1, 1958, and June 30, 1959 . . . **A $100,000 Chair of Clinical Psychology** is being established at the Hebrew University of Jerusalem on behalf of the American Community Builders, a development firm of Park Forest, Ill. The chair will be named after Mr. and Mrs. Sam Beber. Mr. Beber is a principal of the firm. According to Philip M. Klutznick, chairman of the board, American Community Builders, the endowment will permit the university "to maintain and enlarge its research in a field which has unlimited possibilities for the future. It is especially significant that the Hebrew University of Jerusalem, Israel's great center of science and the humanities, is proceeding with extensive research and studies in the psychical sciences."

A combination of summer study with travel abroad is available to U.S. college students who enroll in a British or Austrian summer school program devoted to liberal arts subjects. Fees (including tuition, residence, and board) range between $226-$238. Some scholarships are being offered which partially cover university fees of well-qualified students. Request applications and further information (before next month) from the Institute of International Education, 1 E. 67th St., New York 21, N. Y. . . . **The summer program for 1959** of the American University includes the following on a graduate level, although properly qualified undergraduates may enroll: Institute on Current Problems in Education—June 29-Aug. 7 (six credits), or either June 29-July 24 (four credits) or July 13-Aug. 7 (four credits); a workshop-type course in education, "Practical Procedures for Use in Today's Schools"—first-half session, June 22-July 24 (three credits) and/or second-half session, July 27-Aug. 28 (three credits); and an Institute on the United States in World Affairs—June 22-July 31 (six credits), or either June 22-July 17 (four credits) or July 6-July 31 (four credits). Tuition will be $20 per credit hour. Additional information may be obtained from Dr. Samuel E. Burr, Jr., chairman, department of education, The American University, Washington 16, D. C.

COMING EVENTS . . .

Society for Research in Child Development, biennial meeting at the National Institutes of Health, Bethesda, Md., March 19-21. For information, write: Dr. Nancy Bayley, chairman, Program and Arrangements Committee, Laboratory of Psychology, National Institute of Mental Health, Bethesda 14, Md. . . . **International Conference on Reading,** in co-operation with the Betts Reading Clinic, at the University of Georgia, Athens, Ga., July 6-10 . . . **University of Chicago Graduate Library School,** 24th annual conference, Aug. 10-12. Director of the conference will be Sara I. Fenwick, assistant professor in the Graduate Library School.

NEW POSTS . . .

Herbert A. Smith, professor of education, University of Kansas, appointed chief, Science, Mathematics, and Foreign Language Section, U.S. Office of Education . . . **William R. Parker,** Distinguished Service Professor of English, Indiana University, will head the Language Development Program under the National Defense Education Act. Kenneth W. Mildenberger, on leave of absence as director, Foreign Language Program, Modern Language Association, will serve as assistant chief . . . **Blair Stewart,** dean, Oberlin College, appointed the first president, Associated Colleges of the Midwest . . . **Thomas M. Schmid,** sales manager, The Johns Hopkins Press, named executive secretary, Association of American University Presses . . . **J. Wendell Yeo,** vice-president for academic affairs, Boston University, is now vice-president of student affairs, a newly created post.

Lyle H. Lanier, head, department of psychology, University of Illinois, appointed dean, College of Liberal Arts and Sciences . . . **Edward W. Comings,** head, School of Chemical and Metallurgical Engineering, Purdue University, named dean, School of Engineering, University of Delaware, effective this June . . . **Ernest H. Freund,** professor of philosophy, Pennsylvania State University, on leave of absence from Feb. 1, 1959, to Jan. 31, 1960, to assume duties as director, international relations program to be established for students and faculty of the Free University of West Berlin . . . **Gurth I. Abercrombie,** assistant dean, Evening School of Business, Northeastern University, promoted to associate deanship, School of Business, effective July 1 . . . **Virginia P. Swank** named director, College Department, Cooperative Bureau for Teachers, New York City.

Alyce E. Graham and Elaine Trojan appointed director of counseling and testing services and acting director of student activities, respectively, Roosevelt University (Chicago) . . . **New members of Educational Policies Commission:** Novice G. Fawcett, president, Ohio State University; George D. Hann, superintendent of schools, Ardmore, Okla.; A. John Holden, state commissioner of education, Vt.; Elsie Parnell, teacher, Mineral Wells, Tex.; and Rachel R. Knutson, teacher, Seattle, Wash. . . . **Bruce R. Gordon,** professor and chairman, department of Romance languages, Emory University, appointed professor-in-charge, 1959-60 Junior Year in France . . . **Marshall Clagett,** professor of history of science and chairman of the department, University of Wisconsin, named the first professor in the university's new Institute for Research in the Humanities, which will open in Sept., 1959.

Promotions at Queens College (Flushing, N. Y.): to professorships—Lorene K. Fox (education), Phyllis Bartlett (English), Lienhard Bergel (German), and Margaret A. Gram (home economics); to associate professorships—Paul Neurath (anthropology-sociology), Carl E. Stover (art), Robert W. Edgar and Lucile H. Lindberg (education), Robert J. Tierney (health and physical education), Eula Bee M. Corban (home economics), Milton W. Horowitz (psychology), and Arthur J. Bronstein (speech); and to assistant professorships—John Ferren (art), Samuel Lieberman (classical languages), Guido F. Foglia (health and physical education), Arnold Bernstein (psychology), Martin Nozick (Romance languages), and Emily Philpott (student personnel).

RESIGNATIONS . . .

Harold Taylor will leave his post as president, Sarah Lawrence College, June 30. Dr. Taylor intends to devote himself to study, writing, and travel in Europe and the U.S. . . . **Cloyd H. Marvin,** president, The George Washington University (Washington, D. C.), asked to be relieved of his duties and has been appointed president emeritus. Vice Admiral Oswald S. Colclough, U.S. Navy (retired), dean of faculties, was named acting president.

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POWER, EDWARD J. *A History of Catholic Higher Education in the United States.* Pp. 383. Bruce Publishing Co., Milwaukee 1, Wis. $7.00.

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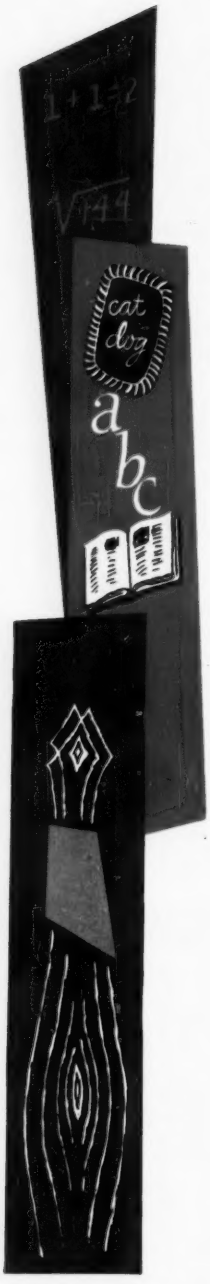

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